DOCUMENT RESUME

ED 380 665 CE 068 636

AUTHOR	Howard, Elizabeth; And Others
TITLE	JPA Classroom.
INSTITUTION	National Association of Veteran Police Officers, Austin, TX.
PUB DATE	94
NOTE	10p.
AVAILABLE FROM	National Association of Veteran Police Officers, 2520 Longview Street, Suite 405, Austin, TX 78705 (guide and videotape: ($10).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Conflict Resolution; Crime; Crime Prevention; Criminal Law; Intermediate Grades; Junior High Schools; *Law Enforcement; *Law Related Education; Learning Activities; Lesson Plans; Middle Schools; Parole Officers; *Police; Police Action; Police Community Relationship; *Police School Relationship; Teaching Methods; Units of Study
IDENTIFIERS	*Junior Police Academy

ABSTRACT

This instructional guide offers classroom lesson plans that can be used by teachers or police officers with a videotape to present a "Junior Police Academy" (JPA) program for middle school students. The guide also contains lesson plans and student activities to be used independently of the videotape. Following a description of the goals of the program, the guide contains six units that cover the following topics: (1) an introduction to the Junior Police Academy; (2) job descriptions and police technology; (3) high speed chases; (4) conflict resolution; (5) parole officers; and (6) police handling of mentally ill persons. An optional lesson plan presents a scenario of a car theft. Each lesson plan includes an instructor's summary of the lesson, a step-by-step sequence for conducting the lesson, and learning activities. The instructional guide also contains ideas for using the program with examples from other schools, a sample press release, and further information about the JPA program. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document *
****

ED 380 665

JPA Classroom

National Association of Veteran Police Officers

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. LeConte

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE068636

BEST COPY AVAILABLE

CE

JPA CLASSROOM

Welcome:

The "Jr. Police Academy" is pleased to present our new youth instructional program -- JPA CLASSROOM.

JPA CLASSROOM contains an expanded version of the JPA Video, featuring new clips from participating television series, including "Real Stories of the Highway Patrol," AMERICAN Scientific Frontiers" hosted by Alan Alda, COURT TV's "The System" and FOX TV's "COPS".

The objective of the program is not only to promote law enforcement as a career, but also to foster a commitment to community service. The "Jr. Police Academy" does just that, by bringing together two powerful sources -- Hollywood and you, the local teacher, police officer -- role model.

YOU are the most important part of this program. Your guidance and example may be the best hope these kids have going for them. We are in debt to the hundreds of teachers and police officers who have pioneered this program from California to New York.

We're convinced instructors and students alike will find JPA Classroom an exciting lesson in citizenship and that you'll want to keep this program in your library for years to come.

Sincerely,
Robert LeConte
22 Year Police Veteran
NAVPO President

Before you begin....

The following reminders will help you find your way through the instructional materials included in our program.

Read on!

JPA Classroom is intended for...

The guide is written for middle school counselors, teachers, and police officers who use the video in a classroom situation. (The lessons, however, can be adapted to different grade levels.)

The Program Consists of...

There are four basic elements to JPA CLASSROOM:
1) JPA Video;
2) JPA CLASSROOM Instructional Guide;
3) POLICE NEWS;
4) and finally, YOU!

LET's take a moment to consider all four.

1.
JPA VIDEO

At one hour and 11 minutes, the JPA Video is the centerpiece of JPA CLASSROOM. To use the tape, you will need a standard VHS Tape Deck. A remote with a PAUSE & MUTE button may also come in handy.

The video has two separate parts:

Part One:

1) The original 20 minute introduction to the program features Officer Craig Miller discussing police work, from the academy to the streets. This first part is an excellent way to introduce young people to the video clips and instructional units to follow.

Part Two:

The second part is a collection of five clips called "Instructional Units". Each clip profiles a different aspect of police work, from Emergency Services to Parole Officer. Each clips has a corresponding instructional lesson, outlined in the JPA CLASSROOM Instructional Guide.

Review First
Be sure to review all the clips before showing them to a classroom. (You knew this one already!) Some of the material may not be suitable for your kids or community. So use your own discretion and your MUTE & PAUSE buttons!

2.
JPA CLASSROOM
Instructional Guide

The Instructional Guide offers classroom lessons plans that supplement the video clips. The Guide gives you the option of a 1-day instructional unit or a multi-day program.

The materials have been written for middle school children, but with a little imagination the lessons can be adapted for older kids.

3.
POLICE NEWS

POLICE NEWS is the official publication of the National Association of Veteran Police Officers, and it's our way delivering fresh new ideas for teaching JPA to all our participants.

A supplement to the Instructional Guide, each issue of POLICE NEWS will profile teachers and police officers who have developed exciting new applications for their JPA group.

You'll want to be sure to receive POLICE NEWS every quarter and keep back issues in the JPA CLASSROOM box. (To receive a free subscription, see the enclosed QUESTIONNAIRE.)

Got any Smart Ideas of Your Own?

This is your chance to share your insights & innovations with police officers and teachers across the country! What teaching methods have been most effective in presenting JPA?

Share your ideas with POLICE NEWS and we'll share them with your peers.

4.
YOU, THE INSTRUCTOR

The most important part is you -- the police officer or school teacher. The program requires you to lead the class through discussions and exercises that will teach vital lessons in civic responsibility.
For assistance in developing this program, you may consult POLICE NEWS where you'll find profiles of other instructors and their teaching techniques.

You may also contact a JPA Representative in your area. JPA Reps might be able to suggest ways for making the materials more relevant to the children in your community. (For a list of Reps, call us at 1-800-227-1042.)

JPA CLASSROOM INSTRUCTIONAL GUIDE

"I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men; when it dies there, no constitution, no law, no court can save it."

Judge Learned Hand (1941)

Introduction
The JPA CLASSROOM Instructional Guide offers school teachers and police officers lesson plans to be used in conjunction with the JPA Video.

There are also lesson plans and student activities to be used independently of the video.

Goals:
The general goals of JPA Classroom are threefold:

1.
Inspire in young people a sense of community service and remind them of their civic duties.

2.
Portray police officers as three dimensional people with human concerns, thereby instilling a sense of respect for the law and the system of justice.

3.
Present law enforcement as a potential public-service career;

Objectives:
Specifically, the activities in this Guide have been designed to accomplish the following instructional objectives.

At the end of all six units, students will:

CIVIC DUTIES
* Have the general knowledge necessary for civic competence.
* Learn a citizens' obligations to the law.
* Understand the need for citizens to participate in the legal system knowledgeably and honestly.
* Be aware of responsibilities required to make the legal system work.

LAW ENFORCEMENT CAREERS
*Able to assess their own qualifications needed for a career in law enforcement;
*Able to distinguish between myth and reality of their own impressions of law enforcement;
* Be able to trace the steps to earning a badge in a typical law enforcement agency;
*Be able to identify commitment to community service as the first requirement in screening applicants;
*Be able to identify the kinds of training required of police recruits (physical and defensive training, tactical driving, proficiency testing)
*Have an opportunity to ask a police officer questions about the job.

UNIT #A
An Introduction to the "Jr. Police Academy"

Before showing the initial 20 minute segment of the video, ask students to list adjectives that characterize law enforcement officers. Write the adjectives on the board. Then ask them to discuss whether the job is easy or hard and why they think as they do.

SHOW THE VIDEO.
Only show the 1st segment. Screen will darken after the final photo montage and statement:
"In the spirit of those who have served...
Be a part of the solution."

Hit STOP, Turn up the lights.

Ask students whether they have changed their ideas about law enforcement officials.

Ask them to add to their adjectives (write the additions in a different color chalk, if possible.).

Let the class discuss what they think the educational skills and requirements of a police officer should be. What qualities would each student have to develop before wearing a badge?

Civic Responsibilities:

A career in law enforcement is a life long commitment to community service. Against the backdrop of law enforcement, discuss with students their duty to their country and why every citizen's participation is important.

Evaluate with students, the importance of commonly held civic responsibilities, such as

obeying the law

paying taxes

respecting the rights of others

being informed and attentive to public issues

deciding whether and how to vote

participating in civic groups

performing public service

serving as a juror

serving in the armed forces

Explain the meaning of civic responsibilities as distinguished from personal responsibilities.

Evaluate when their responsibilities as Americans require that their personal rights and interests be subordinated to the public good.

Evaluate the importance for the individual and society of fulfilling civic responsibilities.

Identify and evaluate contemporary issues that involve civic responsibilities.

Identify and evaluate contemporary issues that involve civic responsibilities, e.g., low voter participation, avoidance of jury duty, failure to be informed about public issues.

OPTIONAL:

You may want to quickly review what it takes before you can wear a badge....

Present the General Qualifications for becoming a police officer on the BLACK BOARD. Be prepared to discuss any of the general qualifications.

Local Qualifications:
Present any of your local police department's specific requirements and allow students to assess whether they meet them.

Agility Test
Then describe some other requirements, and ask students why they are required:

Can you...
From a seated position in a patrol vehicle, lap belt fastened, and within thirty seconds, be able to unfasten your seat belt, exit the vehicle, and:
a) Jump a 30-inch barrier?
b) Vault a 40-inch wall using your hands?
c) Climb a 72-inch wall, using hands and feet?

Can you...
Within 90 seconds,
a) Duck walk through a drain pipe, not using your hands?
b) Walk the entire length of a log without falling off?

Just the Facts:
Present the Three Jurisdictions of U.S. Law Enforcement on the BLACK BOARD. Ask students to identify the following as local, state, or federal :

Street patrol (local)
Collecting evidence of espionage activities (federal)
Highway patrol (state)
Issuing motor vehicle registration (state)
Investigating white-collar crime (federal)
Radio patrol of the streets (local)

Additional Activities:

1.
Ask students whether they have ever considered becoming law enforcement officers. Find out whether the video makes this career field more attractive to them.

2.
Ask students to watch COPS or "Secrets of the Highway Patrol", noting the situations that officers have to deal with. Assign extra credit work for a small group to prepare a presentation on conflict resolution, using available library resources. Universities generally have a selection of titles listed in the "subject" catalog under conflict management or conflict resolution.

3.
Invite active or retired police officers to your classroom to discuss all aspects of law enforcement as a career.

4.
Get students to prepare a law enforcement careers reading list that includes nonfiction as well as fiction. Throughout the year ask students to add titles to the list, along with a short notation about the book.

5.
Encourage students who have a genuine interest in law enforcement to seek out organizations and activities in your community, such as the Explorers Groups. Ride-along Program or the Police Athletic League.

UNIT #1
Tree Fingerprints

Instructor's Summary

Unit #2 is centered around the video clip "Tree Fingerprints" from the PBS series "American Scientific FRONTIERS". In the clip, a murder suspect is tied to the scene of the crime through the introduction of tree DNA into evidence.

Before showing the clip, explain to the class the various job descriptions in the law enforcement profession. Today, that includes everything from street cop to a laboratory technician.

SHOW THE CLIP.

Quick Questions:

1. If you were on the jury in this case, would you convict the accused based on the DNA evidence?

2. What other matter can be subjected to DNA testing? (fingerprints, saliva from a licked envelope)

Vocabulary

DNA
Perjury

Writing:

1. After consulting the library, write a description of DNA and why it is so valuable in police investigations.

2. At the library, find newspaper articles about police work where other aspects of math or science were important. Write an explanation of how math or science was used to solve the case.

Cooperative Learning:

1. Discuss why it is so important in a murder case to investigate every possible lead.

2. Write the following words on the board and discuss their importance to achieving justice in this case.

Courage -- the strength to stand up for one's convictions when conscience demands

Persistence -- being willing to attempt again and again to accomplish worthwhile goals

UNIT #2
"In the Heat of the Night"

Instructor's Summary

Unit #5 is centered around the video clip "In the Heat of the Night" from the series "Real Stories of the Highway Patrol". In the clip, the highway patrol utilizes technology to apprehend a car thief.

Before showing the clip, quickly discuss the a citizen's duty not to endanger the safety of others -- as driving through the streets at high speeds.

SHOW THE CLIP.

Quick Questions:

1. Why is a helicopter so valuable in the high speed pursuit?

2. Why are high speed pursuits so dangerous? At what point do police put the public safety first?

Vocabulary

High Speed Pursuit

Writing:

Interview a police officer who has been involved in a high speed pursuit. What were his concerns in apprehending the suspect?

Cooperative Learning:

1. Personal responsibilities. Students should understand the importance of personal responsibilities to society.

Therefore, evaluate with students the importance to the criminal justice system of these commonly held personal responsibilities.

a. Accepting responsibility for the consequences of one's actions.

b. Adhering to moral principles.

c. Behaving in a civil manner.

2. Discuss our responsibility to put the safety of others first. How did the car thief violate that civic duty?

UNIT #3
Sweeping the Streets

Instructor's Summary

Unit #3 is centered around the video clip "Sweeping the Streets" from COURT TV's "The System". In the clip, a police officer must deal with interpersonal conflict when a citizen discovers strangers have moved into her home.

Before showing the clip, explain to the class that one of the most important duties of a police officer is conflict resolution. Ask the class to pay close attention to how the officer handles a frantic citizen.

SHOW THE CLIP.

Quick Questions:

1. What is a contract?

2. How is the woman in this scene going to make money off of this situation?

Vocabulary

Estate
Conflict Resolution
Broker

Writing:

1. Draw up a five item contract with the student next to you to perform a service.
2. The police officer in this situation remained very calm and helped work out a compromise. Write an explanation of why it is important for officers to remain calm in situations like this.

Cooperative Learning:

1. Present some typical situations that police officers have to deal with and ask students to resolve the conflict. You might find situations in feature film videos and show the conflict. (Fight about to erupt.) Stop the video and discuss strategies to defuse the situation, then show what happened in the film. Stress that officers must think fast to prevent situations from getting out of hand.

2. How can compromise be used in conflict resolution? Are there arguments that you have had with friends or family that could have been solved better with compromise? Explain.

3. Write the following words on the board and discuss their importance to the healthy functioning of the criminal justice system.

Respect for Law -- willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which are thought to be unwise or unjust

Open Mindedness -- considering others' points of view

Negotiation and Compromise -- making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so.

UNIT #4
"Parole Officer"

Instructor's Summary

Unit #4 is centered around the video clip "Parole Officer" from the series COURT TV's "The System." In the clip, New York parole officers pay two visits on individuals on parole.

Before showing the clip, quickly explain the system's parole program.

SHOW THE CLIP.

Quick Questions:

1. Why do you think the officers were in plain clothes?

2. The parolees describe their parole officers as people they can trust and talk to. Why is that important?

3. What is the purpose of our parole system?

4. Should the beeper have been a big issue?

Vocabulary

Parole
Rehabilitation

Writing:

Write an essay on what it takes for a parolee to successfully complete his parole service.

Cooperative Learning:

1. Should our correctional system allow convicts to serve a portion of sentence on parole. What are the benefits? The dangers?

2. Write the following phrases on the board and discuss their importance to the health functioning of the parole program and the criminal justice system.

a. individual responsibility - fulfilling the moral and legal obligations of membership in society

b. self-discipline/self-governance-adhering

voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls

UNIT #5
"Cop Psychiatrists"

Instructor's Summary

Unit #6 is centered around the video clip "Cop Psychiatrists" from the series "American Scientific FRONTIERS". In the clip, police officers learn various techniques for dealing with mentally ill citizens.

Before showing the clip, quickly discuss the various kinds of mental illness we all occasionally come in contact with on the street.

SHOW THE CLIP.

Quick Questions:

1. Have you ever seen someone who you thought might be mentally ill on the street?

2. The officers are taught to talk to the suspects -- to treat them with courtesy and respect. Why is that better than using force when dealing with someone who is mentally ill?

3. Why are mentally ill citizens often times more dangerous?

Vocabulary

Schizophrenia
Psychotic

Writing:

1. Why should a special program specifically address the mentally ill? Do we have a responsibility to deal with them differently?

Cooperative Learning:

1. What are some the things to remember in dealing with the mentally ill in crisis situations?

2. The officers in this video are sent to special classes to learn to deal with the mentally ill. What other types of classes could be beneficial for the police?

3. Write the following word on the board and discuss its importance to the healthy functioning of the criminal justice system.

Civility -- treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional and illogical argument.

Compassion -- having concern for the well-being of others, especially for the less fortunate

Optional Learning Exercise

The following exercise is to be used independently of the video. The exercise should last approx. one 50-minute class period.

The Case of Ms. North's Stolen Car

OBJECTIVES

This activity will demonstrate to the students the importance of telling the truth and participating in the criminal justice system in good faith.

THE SET-UP

Your class is going to role play citizens at a local crime scene

You will need two volunteers from the class. They will take on the roles of:

Crime Victim - Ms. North
Thief - Eddie "Fast Lane" Smith

Witnesses: Explain that the rest of the class will portray eye witnesses.

GETTING STARTED:
Ask Ms. North & Eddie to stand at the front of the classroom.

POLICE OFFICER (TEACHER): (Stand behind Ms. North) "Class, I would like you to meet Ms. North.. Today, she is doing her weekly shopping at the mall. (Stand behind Eddie.) This is Eddie "Fast Lane" Smith, a good kid, who has never-the-less fallen in with the wrong crowd.

"Ms. North has just come out of the mall to find Eddie driving off in the distance with her car." (Motion for Eddie to scoot through the class to the opposite end of the room.)

(Turn to Ms. North) "Ms. North, what do you do? (Wait for "Call the police.") "So, Ms. North runs to the nearest phone and calls the police!" (Student will probably shrug -- there not being a phone. The instructor should hold up an eraser -- "What's this look like?" Mr. North should then play out a frantic call to police.)

"OK, I'll play the police officer. I arrive at the scene. I ask Ms. North 'what happened?' (Look hard at Ms. North. Prompt her to tell her story. Question her as you

would a crime victim.)

"Were there any witnesses Ms. North? (Whisper in her ear to point out the rest of the class.) Oh, my Gosh, look at all these witnesses! All of you were in the parking lot at the time! Great! (To Ms. North) Don't worry, we'll get your car back."

"OK, all witnesses stay put. No shopping yet. I want to ask Ms. North a few more questions, then I'll question you."

[Step outside the room with Ms. North. Ask her to play along. Later, after you have questioned the witnesses, tell her you will read her statement back to her -- she should agree and perhaps ad-lib a bit.]

[Step back in the class while Ms. North waits in the hall. Instruct the class not to testify about what Eddie did. They don't want to get involved. They should think of phony reasons for why they didn't see anything, so they can respond untruthfully to the police officer. Ask Ms. North to return to the head of the class.]

POLICE OFFICER: "OK, (turning to the class) who here got a good look at the individual who drove off with Ms. North's vehicle? (Silence) None of you witnessed the crime? (Pick a student.) According to Ms. North, you were in the parking lot, why didn't you see the thief?" (Ask a number of students so they can offer up their bogus excuses for not stepping forward.)

"Let's stop for a moment. (Moving to the front of the classroom.) How many of you here have witnessed a crime? Did you come forward? Why? Why not? Let's list some reasons why people don't come forward.

[Review a number of reason:
1. Don't want to get involved. 2. Afraid of criminal. 3. Figure the victim has insurance anyway. END DISCUSSION.]

POLICE OFFICER: Ms. North, how do you feel now that no one will step forward? (Discuss.)

(Reading from statement.) Isn't it true Ms. North that you don't have enough insurance to cover the loss of your car? (As prearranged: "Yes.") And didn't you have all your kids Christmas presents in the trunk? ("Yes.")

(To the class.) "What you don't always realize is that for every crime, their is a real flesh and blood victim -- and they need your help. Have any of you been the victim of a crime? How did that make you feel? Did anyone come to your aid?

"Think about how you depend on the criminal justice system when you've been the victim of a crime.

Now, are you sure no one wants to step forward? (Hopefully, some of the students will identify the student playing Eddie.)

"Eddie, I'm sorry but you have to come downtown with me."

(To the entire class.) "Remember our system of justice needs YOU! "

GREAT IDEAS For Your School

Newburgh Free Academy

Some schools hold special events to build student understanding of the American legal system. Newburgh Free Academy reports, "The importance of a fair and impartial trial is brought to life for our students through the use of a mock trial conducted by the Constitution class as part of the curriculum." This activity involves the entire school. The school computer is used to select source guides, student lawyers select a jury, and the Constitution class prepares and presents the case. The trial proceeds, and culminates with the jury rendering a verdict. School officials report, "This exercise enhances student interest and increases participation in a Youth Court conducted in cooperation with the city's juvenile authorities."

Los Altos Intermediate School

While many schools utilize law studies to help students understand the criminal justice system, Los Altos Intermediate School takes students to visit both a county courthouse and a federal district court. A judge visits with the students, as do a public defender and a prosecutor.Later the students watch an actual trial and write papers about their experiences.

Stephens County High School

The observation of Law Day is also a frequent event at many schools. Typical is the program at Stephens County High School each May, when prominent figures in local, state, or national government are invited to talk to the assembled student body.

Skowhegan Area High School

Skowhegan has set aside money for a speakers' program that brings a wide variety of individuals to its campus, including the chief constable from Scotland Yard and a Drug Enforcement Agency official.

South Winnishiek Senior High School.

Each month the Student Council and faculty choose two students as Citizens of the Month. Those selected are recognized for being good citizens and for personal accomplishments. They are recognized in local newspapers and given special pins and certificates.

JPA PRESS RELEASE: Keep your community informed about this new program! Provide the press release below to the local media. Other JPA instructors have arranged for photos to be used along with the release.

For Immediate Release:
[Your local school or department] has introduced a new teaching program to area youngsters called the "Jr. Police Academy." Under the leadership of veteran police officers, the "Jr. Police Academy" encourages young people to make a commitment to community service and promotes law enforcement as a possible career. Currently the program is used by schools in 45 states.

The centerpiece of the program is the JPA Video, featuring clips from participating television series, including "Real Stories of the Highway Patrol," AMERICAN Scientific Frontiers" hosted by Alan Alda, COURT TV's "The System" and FOX TV's "COPS". The video program favorably depicts law enforcement officers and takes young viewers from the academy to the streets.

"We have committed ourselves to supporting the next generation of law enforcers," says Robert LeConte, President of the National Association of Veteran Police Officers, a non-profit organization that sponsors the program. "It is our hope to attract young people with solid values into the law enforcement profession."

ADD YOUR OWN QUOTE.

The materials are available to schools and police departments at no charge. Requests for the JPA should be made on institution stations and sent to: JPA, 2520 Longview, Suite 405, Austin, TX 78705

memo:

Additional Copies of the Tape:

You or your colleagues can order a copy of the video tape by sending the request on your school or department stationary. Mail to: JPA, 2520 Longview Street, Suite 405, Austin, TX 78705

NAVPO Membership

For information about becoming a member of the National Association of Veteran Police Officers, JPA's sponsoring organization, call 1-800-227-1042 and leave your request along with your mailing address.

T-SHIRTS

Free JPA T-shirts are available, just fill out the questionnaire and we'll ship them to you as they are available. JPA regrettably will probably not be able to outfit all your kids, so consider using the shirts as prizes for those students who excel in the instruction units.

JPA Representative

In each state, JPA will establish representatives. A JPA Representative's duties require a minimal time commitment, while the benefits provide much needed support to your on-going community efforts.

If you're interested, review the JPA Rep section of the enclosed QUESTIONNAIRE. We'll send additional information.

JPA is sponsored in part by the National Association of Veteran Police Officers, a nonprofit organization with police members in 45 states.

This instructional guide was written and prepared by Dr. Elizabeth Howard, who holds a Ph.D. in Curriculum Studies from the University of Texas; Phil LeConte, publisher of POLICE NEWS; Scott Repass, Editor of POLICE NEWS; June Mellon, NAVPO Executive-Director; and David Dierks.